The Commonwealth of Massachusetts

Department of Education

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

Improving The Middle Grades Through Collaborative Professional Development

Massachusetts Turning Points Project

May, 1994

350 Main Street, Malden, Massachusetts 02148-5023 (617) 388-3300 · TTY: N.E.T. Relay 1-800-439-2370

The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 • (617) 388-3300

Robert V. Antonucci
Commissioner

May, 1994

Dear Colleagues:

> *A high quality public education system depends upon educators who engage in continuous professional growth and development. To that end the Board and Commissioner of Education are committed to the creation and ongoing support of schools and other educational settings as "communities of learners" which encompass both students and the adults involved in their lives.*

This excerpt from the FY '94 STATEWIDE PLAN FOR PROFESSIONAL DEVELOPMENT issued by the Department of Education this year underscores the high regard in which the Board and the Commissioner of Education hold continuous professional growth and development for educators in Massachusetts. You, the committed faculty of middle grade schools, Collaboratives, Colleges and Universities have elected to join together in the interest of students and practitioners to offer high quality professional development opportunities to your own "community of learners."

The Massachusetts Middle Grade Regional Alliance Network enters its third year of operation in FY '95. It provides a structured environment in which administrators and teachers of middle grade students can support each other in the acquisition of knowledge supported by current research. In addition, this environment encourages the sharing of best practices, offers opportunities for innovation, and encourages collegiality among committed professionals. Through your participation in the Massachusetts Middle Grade Regional Alliance Network, you have assumed responsibility for your own continuous professional growth and development.

I look forward to our continued work together assisting administrators and teachers in the middle grades to reach their full potential in educating the young adolescents in the Commonwealth.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commissioner of Education

ACKNOWLEDGEMENTS

The Department of Education thanks **Carla Clark**, Educational Specialist and **Melissa T. Williams**, Administrative Assistant, both of the Instruction and Curriculum Services Cluster of the Educational Improvement Service Group of the Department, for compiling and editing this document.

The development of the Massachusetts Middle Grade Regional Alliance Network would not have been possible without the advice, assistance, and support of the Massachusetts Turning Points Advisory Committee, the Massachusetts Middle School Administrators' Association, and the Department of Education staff. We appreciate the many thoughts and comments from the professionals listed below:

MASSACHUSETTS TURNING POINTS ADVISORY COMMITTEE

Steven Bing, Executive Director, Massachusetts Advocacy Center
Mildred Blackman, Director, Harvard Principals' Center
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DEPARTMENT OF EDUCATION

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Melissa T. Williams, Administrative Assistant

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I. A NEW AGENDA FOR COLLABORATIVE PROFESSIONAL DEVELOPMENT AND MIDDLE GRADES IMPROVEMENT

The Middle Grades As Critical Years

The middle grades are a critical time of cognitive, social, emotional and physical growth for early adolescents. This is the transition period between childhood and becoming an adolescent; and is a time that is associated with turbulence, self-examination, curiosity, questioning, and exploration.

The middle grades are a time when schooling experiences change for most students. Many move from an elementary school to a middle or junior high school. Other changes may include increases in departmentalization, whole class instruction, increased uses of between-class ability grouping, fragmented scheduling of the school day, and increased use of competitive and motivational instruction.

The match between a student's development needs and the middle grade school has been found to greatly determine a student's future success in school as well as in later life. Data indicate that many middle grade schools as they are currently structured may not be meeting the needs of some students. Grade retention, suspension and truancy rates tend to rise as students enter the middle grades, while attendance, achievement and homework completion often decline. In general, many middle grade students display a lack of ability to think critically and solve problems. This corresponds with findings that lower level cognitive skills are emphasized in many middle grade classrooms at a time when students' ability to use higher level cognition is increasing.

Connecting Practice to Research - Knowing What Works

Research has demonstrated that early adolescents have successful school experiences when schools serving the middle grades are structured to meet students' developmental needs. These needs include structure and clear limits; diversity of opportunities for self-growth and definition; opportunities to experience competence and achievement; meaningful participation in the school and community; positive social interaction with adults and peers; and physical activity. Successful middle grade practices include clustering and staff teaming; shared decision-making forms of school governance; interdisciplinary and thematic curriculum; student-centered instruction; heterogeneous grouping; performance-based assessment; and active parent and community involvement.

Every middle grade school should be a research-based institution, where research is applied to the practical problems facing educators and in which all practices are based on careful study and assessment of what works for middle grade students. Currently, middle grade schools often operate in isolation from each other and

have little opportunity to interact with higher education institutions, community agencies and other organizations which work with early adolescents. Too often, common practice does not reflect current research or the lessons learned from other schools.

Regional Alliances as Collaborative Professional Development

Today, our schools and other community institutions have the enormous challenge of preparing students to be thoughtful, productive and responsible citizens in a democratic society. Under the Education Reform Act of 1993, high expectations and standards will be set for all students. This means successfully keeping students in school through high school graduation, and engaging them in learning experiences that raise academic achievement, increase their cognitive skills and address their individual social, emotional and physical needs.

To accomplish this, we need to develop structures which bring middle grade educators and other professionals together to conduct actions research, study areas of common concern, and share strategies which lead to systemic change and improvement in the education of middle grade students and preparation of prospective middle grade teachers. Collaborative partnerships between schools and with other institutions serving students can significantly enhance school improvement efforts.

This paper summarizes the Massachusetts Middle Grade Regional Alliance Network as an approach to providing collaborative professional development opportunities to middle grade educators and other professionals, with the purpose of improving middle grade education for all of our students.

II. WHAT IS A MIDDLE GRADE REGIONAL ALLIANCE?

Case Study

On a Thursday afternoon 35 teachers, administrators and university faculty meet for a monthly dinner meeting at a local university that features a range of topics on middle school improvement; the featured speaker this month focuses upon strategies and structures to promote shared decision-making forms of school governance in middle grade schools. After the presentation, participants meet in small groups for an hour to share attempts to set up such structures in their own schools, and to problem-solve obstacles they have encountered. Upon closure of the session, everyone enjoyed dinner together.

A study group of 20 teachers, parents, administrators and university faculty meet in the afternoon every other week at a local middle school to discuss strategies to facilitate heterogeneous grouping in mathematics. Another group of teachers and university faculty travel to a model middle school in Maine to spend the day observing classes, talking to teachers, and meeting with the principal about transforming the curriculum to an interdisciplinary approach.

A local university sponsors a weekly seminar series on cooperative learning, that offers college credits to participating teachers. Teachers then organize themselves into cross-school teams, and set up a schedule for peer observation and feedback as well as monthly meetings to assist each other in classroom implementation of the concepts learned.

A day-long conference brings 75 teachers, administrators and university faculty together for a program of a keynote speaker, small group workshops, and an ending plenary session to examine how to integrate performance-based assessment of student learning while phasing out reliance upon standardized testing. On another day, a middle school and human service agencies within its students' support network sponsor an afternoon for other middle school staff to learn about their successes and how the network and referral processes were set up.

These are all activities within a Middle Grade Regional Alliance network of ten middle grade schools, several human service agencies and business, two universities, and a non-profit educational organization that are allied together for purposes of joint professional development activity. The non-profit educational organization acts as the facilitating institution for the network and a designated staff person coordinates an annual calendar of professional development activities based on the needs of participating agencies. A Steering Committee, composed of representatives from each member institution, meets monthly to plan future activities, assess the success of activities already conducted, and design strategies to determine future professional development needs within each of their organizations. All of the scheduled activities are voluntary and easily accessible.

The Alliance has produced some exciting results. Exposure to innovative ideas has spurred change in most Alliance schools. Study groups have reduced isolation between schools and encouraged teachers to propose and implement new ideas in the classroom. Pooled resources have allowed institutions to bring in outside speakers they could not otherwise afford. University faculty have joined with teachers for the first time in conducting action research in innovative practices in the classroom; human service agencies have gained an increased voice in assisting schools to access their resources to provide additional on-site services to students; and a group of businesses are now helping several schools create mentoring programs for students.

Definition of Middle Grade Regional Alliance

This case study represents a synthesis of several examples of joint professional development between middle grade schools, universities, businesses and non-profit organizations. It is an example of the types of collaborative activities that result in a more unified mission, positive change and expanded resources when different institutions work together to improve education and services to early adolescents.

> **A Middle Grade Regional Alliance is a network of middle grade schools, colleges/universities, non-profit organizations, and businesses that are closely situated and have joined together for purposes of conducting joint professional development activities. These activities are intended to result in systemic change which restructures middle grade schools, reforms middle grade teacher preparation institutions, and integrates community services into middle grade schools. The end goal of each Regional Alliance is to increase the collaboration between all institutions working with early adolescents in order to increase school success for middle grade students.**

III. WHY CREATE MIDDLE GRADE REGIONAL ALLIANCES?

Rationale

The notion of Regional Alliances is built upon the learning gained from research and the experiences of practitioners in assisting middle grade improvement efforts.

- **Practitioners need multiple opportunities for exposure to information, research and innovation outside of their background of experience.** Exposure to educational research and innovation often spurs individual growth, and is usually the precursor to institutional change. Conversely, isolation stifles innovation and growth. Innovation is more difficult to implement and sustain when staff are divorced from what research says is sound educational practice, when staff do not have opportunities to observe innovations in other settings, and when staff are not able to collaborate with others.

- **Practitioners often learn best from other practitioners.** It is often easier to imagine, plan and implement change when there are opportunities to interact with other practitioners about their successes and failures in implementing innovative practices.

- **Practitioners need time to meet and talk in order to make informed decisions about trying an innovation.** Innovations usually occur when staff are allotted significant planning and staff development time. Yet, teachers and school administrators rarely have extended time to share, discuss, reflect and plan. Rarely do staff from other institutions that work with early adolescents have time to meet together to work on common goals and strategies.

- **Collaboration can expand exposure to and opportunities for growth and innovation.** When people of varied backgrounds and areas of expertise are brought together to study a problem, the richness of diverse perspectives and enhanced resources can lead to more fruitful discussion and problem-solving.

Purpose of Middle Grade Regional Alliances

Regional Alliances are networks of middle grade schools, higher education institutions and other institutions working with middle grade students who come together for the purpose of joint professional development. Through each Regional Alliance, it is hoped that an increased focus upon collaborative professional development will spawn an increase in innovative practices, policies and structures within each member institution.

Regional Alliances achieve this purpose through the following activities:

- **Joint Professional Development.** These activities are voluntary and decided upon jointly by all participating institutions.

- **In-depth Inquiry.** In-depth inquiry into a range of issues can lead directly to improvement in middle grade education, human services delivery and teacher preparation. Opportunities to participate in study groups, extended seminar series, visits, observations, and peer coaching are enhanced when institutions share a common purpose.

- **Communication and Collaboration.** Regional Alliances create a structure that increases communication and collaboration between all institutions that work with early adolescents. Creating a formal network of participating institutions fosters the development of mutual goals and activities, and reduces activities that overlap or are at cross-purposes.

- **Connecting Research to Practice.** Often, because of lack of time and opportunities, educators are divorced from what educational research has found to work and not work. An Alliance encourages the use of current research to resolve the practical challenges facing educators today.

- **Sharing Resources.** In these tight fiscal times, professional development funds and opportunities are limited. By pooling resources between institutions, the opportunities available for all staff increase multifold. Knowledge about the successes, obstacles and challenges of reform can be shared between institutions, thereby enhancing the prospects of successful innovation.

- **Developing a Common Mission.** Through joint planning and participation in shared professional development, institutions begin to discuss and come to agreement on shared goals for educating early adolescents. This can often lead to a more deliberate process of arriving at common mission statements shared by collaborating institutions.

- **Action Research.** Alliances provide opportunities for conducting joint action research on innovative ideas that respond to identified problems. For example, college/university faculty can assist middle grade teachers in setting up a research model to assess the impact of a new instructional strategy.

- **Increased Use of Educational Technology.** Alliances create natural opportunities to increase the use of educational technology through telecommunication and interactive networking.

When Does Collaboration Work Best?

Collaboration between institutions is not always easy. However, lessons have been learned about how to make collaborative partnerships effective. The following characteristics have been identified in productive collaborations:

- There is commitment to a shared mission between the institutions.
- There are identified annual objectives that guide the partnership's activities.
- There is a clear governance structure of shared decision-making that ensures input from all member institutions.
- Resources are shared, with each member institution contributing to the pool.
- Lines of fiscal responsibility are established.
- There is an environment of support and collegiality.

IV. WHAT WILL THE REGIONAL ALLIANCES LOOK LIKE?

Framework for Establishing Middle Grade Regional Alliances

Eight Middle Grade Regional Alliances have been established that bring together middle grade schools, higher education institutions, non-profit organizations and businesses for purposes of joint professional development. Each Alliance is composed of 10-20 institutions. The end goal of each Alliance will be to promote systemic change in all institutions to increase school success of early adolescents. The Massachusetts Department of Education assists in the planning, design and implementation of each Alliance. The Alliances are also supported by the Massachusetts Middle School Administrators Association.

Applying for Membership to a Regional Alliance

Middle grade schools and other institutions serving middle grade students are invited to apply to become a member of one of the Middle Grade Regional Alliances by submitting a completed application to the Department of Education. Criteria for selection will include commitment to middle grade restructuring and/or teacher preparation reform as evidenced by current planning, policies and practices; a commitment to collaborative professional development activities; and ensuring a geographical balance and a diversity in the kinds of communities and student population.

The Department of Education will select the Middle Grade Regional Alliance member organizations, and cluster them geographically. Each Alliance will contain approximately 10 middle grade schools, representing a diversity in kind of community, and a small number of colleges/universities, non-profit organizations and businesses.

New Alliance members will be notified of their selection by June of 1994, and will be asked to participate in an orientation sponsored either by the Department of Education or by a continuing Alliance. Orientation will include an in-depth discussion of the purpose and process of creating Middle Grade Regional Alliances, and provide time for member organizations to meet and network with teams from the member schools. Time for initial planning will be provided as needed.

Each newly formed Alliance will have to set aside additional planning time before the end of the school year to discuss membership criteria, fees and benefits; creating a governance structure selecting the coordinating institution; and developing and conducting a professional development needs assessment survey within each member organization.

Regional Alliance Budgets

In applying for membership, each member institution within each Alliance will be asked to annually contribute a small amount of funds, generally $1,000, to the Alliance (while this is the recommended amount for the 1994-1995 school year, individual Alliances may choose to change this amount for future years). These funds will be contributed at the beginning of each fiscal year to a special account set up by each Alliance's Coordinating Institution (see below). In addition, the Department of Education will notify the Alliance Network of grants or contracts for which they are an eligible applicant. All Department of Education Funds are subject to appropriation.

Schools or organizations should not be discouraged from joining a Regional Alliance because of lack of funds. Alliances and interested organizations should think creatively about how to raise funds for the Alliance. For example, corporate sponsorship is one avenue to pursue. Some districts may be willing to contribute the annual Alliance membership fee from the central administration budget.

The pooled funds will be used as the Alliance operating budget, with finance decisions made by each Alliance's governing body (see below). Membership within each Alliance should entitle any staffperson within member organizations to free or reduced cost access to all Alliance professional development activities.

Role of the Coordinating Institution

After the orientation and at a spring planning meeting, each Alliance will select a Coordinating Institution. This organization can be any of an Alliance's member organizations, and is responsible for acting as the treasurer for the Alliance. This role includes receiving all institution memberships fees and Department of Education grants, and paying all Alliance expenses.

The selection process should be by consensus, with Alliance members (a) discussing the role and responsibilities of the Coordinating Institution, (b) discussing criteria for selection, (c) ascertaining interest among Alliance members, and (d) determining the best match. Criteria for selection should include capacity to act as grant recipient and ease in receiving funds and processing payments. The Coordinating Institution could be a rotating responsibility from year to year or a long-term responsibility of one school/organization.

Alliance Governance

Each Middle Grade Regional Alliance will form a shared decision-making body of governance, or a Steering Committee, which will be composed of designated representatives of each member institution. This body will meet regularly and be responsible for making all major decisions of the Alliance, including:

- Guidelines for membership, including annual membership fees
- Development of a mission statement for the Alliance
- Design of annual professional development needs survey
- Creation of annual professional development objectives and a calendar of activities
- Monitoring the Alliance's fiscal activities, and
- Evaluation of Alliance activities

Each Alliance should select officers of the Steering Committee that are responsible for facilitating the work of the committee. Normally, officer roles include Chairperson, Vice-Chair, Secretary/Recorder and Treasurer. The Treasurer should be the representative of the Coordinating Institution.

Focus of Professional Development

The Education Reform Act (Chapter 71 of the Acts of 1993) establishes professional development for educators as a priority for the public schools of the Commonwealth. Ongoing and high quality professional development enables both students and adults to take active responsibility for their own learning in order to prepare students to succeed.

While each Middle Grade Regional Alliance will have the latitude to decide upon an annual calendar of professional development activities, each Regional Alliance will be asked to match desired activities with realization of the eight principles for middle grade schools, as outlined in the Carnegie Corporation's *Turning Points* report on middle grade education (see Appendix A).

Development of an Annual Professional Development Calendar

In the spring of each year, the Steering Committee of each Alliance will design and conduct a professional development needs assessment survey in all member institutions. The survey will be designed to identify the key areas of professional development that would encourage systemic change in each member institution, as well as identify what would be the most appropriate forum in which to address each topic.

The survey results will be compiled during the late spring and summer to identify priority areas for professional development that are common to the majority of member institutions. The Steering Committee will then (a) establish three to four annual professional development objectives, (b) create an appropriate design of professional development activities for each objective, and (c) establish an annual calendar of professional development activities. Whenever possible the planning process employed by an Alliance should be compatible with the professional development plans developed by participating schools and districts.

The calendar of activities will then be distributed to faculty within all Alliance member organizations. The Steering Committee will assign facilitating responsibility for each professional development activity that is conducted (i.e., responsibility for facilitation of activities does not always have to lie with the Steering Committee).

Staff from each Alliance member school or organization will receive the annual professional development calendar and have the opportunity to sign up for activities or groups of interest. Member schools and organizations will make the commitment to provide the necessary release time for participation in Alliance events.

State Support of Alliances

The Massachusetts Department of Education will provide support to each Alliance through the following:

- Eligibility for grants or contracts to be determined annually and subject to appropriation
- One or more one-day Institutes for teams from each Alliance Steering Committee, or from each Alliance member school or organization
- Technical assistance in setting up governance structures, conducting needs assessments and developing annual professional development calendars
- Assistance in locating and accessing professional development resources

V. CONCLUSION

Successful school experiences for middle grade students result from the creation of a shared vision among many institutions - middle grade schools, higher education institutions, non-profit organizations, and businesses. In a time of limited resources, there need to be opportunities for staff from all institutions working with early adolescents to learn, share and experiment together with new approaches to teaching and learning. The Massachusetts Middle Grade Regional Alliance Network seeks to bring all of these institutions together to realize the common goal of improving school experiences for early adolescents.

APPENDIX A

RECOMMENDATIONS OF THE "TURNING POINTS" REPORT

1. **School should be a place where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development.** This is accomplished by:

   - Creating smaller learning environments or clusters
   - Forming teachers and students into teams
   - Assigning an adult advisor to each student

2. **Every student in the middle grades should learn to think critically through mastery of an appropriate body of knowledge, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society.** This is accomplished by:

   - Teaching young adolescents to think critically
   - Teaching young adolescents to develop healthful lifestyles
   - Teaching young adolescents to be active citizens
   - Integrating subject matter across disciplines
   - Teaching students to learn successfully

3. **All young adolescents should have the opportunity to succeed in every aspect of the middle grade program, regardless of previous achievement or the pace at which they learn.** This is accomplished by:

   - Employing heterogeneous grouping
   - Using flexible and block scheduling to maximize learning
   - Expanding opportunities for learning

4. **Decisions concerning the experiences of middle grade students should be made by the adults who know them best.** This is accomplished by:

   - Giving teachers greater influence in the classroom
   - Establishing governance structures where decision-making is shared
   - Designating leaders for the teaching process

5. **Teachers in middle grade schools should be selected and specially educated to teach young adolescents.** This is accomplished by:

   - Developing expert teachers of young adolescents

APPENDIX A

RECOMMENDATIONS OF THE "TURNING POINTS" REPORT (cont.)

6. **Young adolescents must be healthy in order to learn. This is accomplished by:**

   - Ensuring student access to health services
   - Establishing the school as a health-promoting environment

7. **Families and middle grade schools must be allied through trust and respect if young adolescents are to succeed in school.** This is accomplished by:

   - Offering parents meaningful roles in school governance
   - Keeping parents informed and involved
   - Offering families opportunities to support the learning process at home and at school

8. **School and community organizations should share responsibility for each middle grade student's success.** This is accomplished by:

   - Placing students in youth service
   - Ensuring student access to health and social services
   - Community organizations supporting the middle grade education program
   - Community organizations augmenting resources for teachers and students
   - Expanding career guidance for students

APPENDIX B

TIMELINE FOR 1994-1995 FOR REGIONAL ALLIANCE ACTIVITIES

February-June, 1994 Applications for Alliance membership are made available to interested non-member middle grade schools.

May, 1994 Third Annual Statewide Conference of the Massachusetts Middle Grade Regional Alliance Network.

May-June, 1994 Planning period for new Alliances:

- Set membership criteria and benefits
- Create a governance structure
- Select a coordinating institution
- Develop and conduct needs assessment survey
- Develop a calender of professional development activities

Planning period for continuing Alliances

June, 1994 Announcement of selection of new members of the Massachusetts Middle Grade Regional Alliance Network

June -September, 1994 Results of professional development needs assessment surveys are compiled, tabulated, and translated into objectives and a calender of joint professional development activities, reflecting the needs of new member institutions.

September 30, 1994 Calendars of professional development activities, additions and corrections for the directories of member schools and officers, and other materials to be shared should be submitted to:

Melissa T. Williams
Instruction and Curriculum Services
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

APPENDIX B

TIMELINE FOR 1994-1995 FOR REGIONAL ALLIANCE ACTIVITIES (cont.)

September, 1994-June, 1995	Calendar of professional development activities is implemented
October 31, 1994	Updated Alliance directory and calendars of professional development activities printed and circulated to all Alliances for distribution to member schools
November, 1994	Full day Institute for teams from all Alliance steering committees
February-June, 1995	Applications for Alliance membership are made available to interested non-member schools
May, 1995	Fourth Annual Statewide Conference of the Massachusetts Middle Grade Regional Alliance Network
May-June, 1995	Planning period for new Alliances: o Set membership criteria and benefits o Create governance structure o Select a coordinating institution o Develop and conduct a professional development needs assessment survey o Develop a calendar of professional development activites Planning period for continuing Alliances
June, 1995	Announcement of the selection of new members of the Massachusetts Middle Grade Regional Alliance Network Full-day Institute for teams from all Alliance member steering committees

MASSACHUSETTS DEPARTMENT OF EDUCATION
MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

Purpose and Priorities

The Massachusetts Middle Grade Regional Alliance Network is intended to bring together middle grade schools, colleges/universities, non-profit organizations, and businesses to conduct collaborative professional development with the goal of increasing the success of all early adolescents. Within each Alliance, staff from member institutions will participate in joint inquiry, study, action research, and collaborative projects designed to increase innovation and experimentation in institutions serving middle grade students. Member institutions will benefit from the shared resources and increased communication and collaboration that each Alliance generates.

For more information, see the accompanying concept paper, *The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.*

Timeline

Submit the **original and three copies** of the attached application by June 17, 1994 at 5:00 P.M. to

Carla Clark
Instruction and Curriculum Services
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

MASSACHUSETTS DEPARTMENT OF EDUCATION
Membership Application for Middle Grade Schools to the

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

School: _____

District: _____

Principal: _____

Address: _____

_____

Telephone: _____

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SCHOOL DATA

Grade Configuration: _____

Enrollment:
Total: _____
Grade 6: _____
Grade 7: _____
Grade 8: _____
Other grades: _____

Percent of students receiving free or reduced school lunch: _____
Percent of students that are linguistic minority: _____

Racial/Ethnic Composition: (by %)
White: _____
Black: _____
Hispanic: _____
Asian: _____
American Indian: _____

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Superintendent's Review and Signature:

I have reviewed the application of the _____ to become a member of the Massachusetts Middle Grade Regional Alliance Network. I fully support their desire to join a regional network of middle grade schools and other institutions serving early adolescents that focuses on joint professional development, and will assist them in this initiative.

_____ _____
Signature Date

Membership Application for Middle Grade Schools to the

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

NARRATIVE

Within a maximum of four pages, provide a brief narrative description of each of the following:

1. **School Profile** which gives an overview of the school's middle grade program (e.g., school organization; student demographics; outcome data including achievement data, percent of grade retentions, suspensions, truancies; student grouping patterns).

2. **Current Initiatives** in which the school is involved (e.g., grants, curriculum projects, staff development). In particular, list any initiatives or program strengths which address the eight points outlined in the Carnegie Corporation's *Turning Points* report (see Appendix of the accompanying concept paper on the Massachusetts Middle Grade Regional Alliance Network).

3. **Concerns and Areas Needing Improvement** that faculty and the school community wish to address.

4. **Justification** of why the school wishes to pursue becoming a member of the Massachusetts Middle Grade Regional Alliance Network.

5. **Evidence of Readiness**, that is, what evidence is there that demonstrates that the school is ready to move forward in joining a network of institutions working together on middle grade improvement.

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6. **Letter of Commitment from a School Team**. Attached to this application, provide a letter from a school team that prepared this application. The principal must be a member of this team, and the team should represent the diverse programmatic areas of the school. The letter should indicate the following:

   - The process undertaken in developing this application;
   - That at least 75% of the entire faculty have endorsed a commitment to becoming a member of the Massachusetts Middle Grade Regional Alliance Network;
   - The school's commitment to annually contribute $1,000 to the Regional Alliance that they join; and
   - The team's commitment to providing leadership in this project.

   All team members should sign the letter of commitment, and indicate their position in the school.

MASSACHUSETTS DEPARTMENT OF EDUCATION

Membership Application for Colleges/Universities and Non-Profit Education Organizations to the

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

Institution: _____

Name of Program Contact: _____

Title of Program Contact: _____

Address: _____

_____

Telephone: _____

==========

Agency Head's Review and Signature:

I have reviewed the application of the _____ to become a member of the Massachusetts Middle Grade Regional Alliance Network. I fully support our effort to join a regional network of middle grade schools and other institutions serving early adolescents that focuses on joint projects and professional development activities. Our agency will annually contribute $1,000 to the Regional Alliance that we join.

_____ _____

Signature Date

_____ _____

Printed Name Title

Membership Application for Colleges/Universities and Non-Profit Organizations to the

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

NARRATIVE

Within a maximum of four pages, provide a brief narrative description of each of the following. In particular, applicant higher education institutions should focus on describing the school of education and related collaboration with other departments and faculty, while non-profit organizations should describe collaborative work with middle grade schools.

1. **Agency/Institution Profile** which gives an overview of the agency/institution (e.g., organization; purpose; demographics of population served; programs and services).

2. **Current Initiatives** in which the agency/institution is involved in serving middle grade students or early adolescents or preparing prospective teachers of early adolescents. In particular, list any initiatives or program strengths which address the eight points outlined in the Carnegie Corporation's *Turning Points* report (see Appendix A of the accompanying concept paper on the Massachusetts Middle Grade Regional Alliance Network).

3. **Concerns and Areas Needing Improvement** that staff wish to address in strengthening programs or services for early adolescents or for prospective teachers of early adolescents.

4. **Justification** of why the agency/institution wishes to pursue becoming a member of the Massachusetts Middle Grade Regional Alliance Network.

5. **Evidence of Readiness**, that is, what evidence is there that demonstrates that the agency/institution is ready to move forward in joining a network of institutions working together on middle grade improvement.

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6. **Letter of Commitment from the an Agency/Institution Team.** Attached to this application, provide a letter from a team that prepared this application. The agency head (in the case of a college/university, the dean of education) must be a member of this team. The letter should include:

   - The process undertaken in developing this application;

   - For applicant schools of education of colleges/universities and for non-profit organizations, 75% of the entire staff have endorsed a

commitment to becoming a founding member of the Massachusetts Middle Grade Regional Alliance Network; and

- A statement affirming the team's commitment to providing leadership in this project.

All team members should sign the letter of commitment, and indicate their position in the agency/institution.

APPENDIX D

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK

IMPROVING THE MIDDLE GRADES THROUGH COLLABORATIVE PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

MASSACHUSETTS TURNING POINTS PROJECT

MASSACHUSETTS DEPARTMENT OF EDUCATION
EDUCATIONAL IMPROVEMENT GROUP
INSTRUCTION AND CURRICULUM SERVICES

MASSACHUSETTS DEPARTMENT OF EDUCATION

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Purpose of the Professional Development Needs Assessment Survey

The Education Reform Act (Chapter 71 of the Acts of 1993) establishes professional development for educators as a priority for the public schools of the Commonwealth. Ongoing and high quality professional development enables both students and adults to take active responsibility for their own learning in order to prepare students to succeed.

The purpose of each Middle Grade Regional Alliance is to create a network of middle grade schools, higher education institutions and other institutions who come together for the purpose of joint professional development, with the goal of increasing innovative practices, policies and structures that support the success of middle grade students.

In the spring of each year, each Alliance's Steering Committee will conduct a professional development needs assessment survey in all member institutions. The survey should identify key areas of professional development that would spur systemic change in each member institution, as well as identify the appropriate forum to address each topic.

Survey results should be compiled by each member institution to identify three to five priority areas for professional development. The Steering Committee will then compile these priority areas and decide upon three to five priority areas for the Regional Alliance that are common to all or most member institutions. The Steering Committee will then (a) translate these into professional development objectives, (b) create an appropriate design of professional development activities for each objective, and (c) establish an annual calendar of professional development activities that reflects the Alliance annual budget. Whenever possible, priority areas for professional development should be reflected in the annual professional development palns developed by participating schools and districts.

Explanation of the Survey

This is one possible survey that each Middle Grade Regional Alliance could use to assess their professional development needs. The survey has 30 areas of middle grade schooling listed. For each area, indicate your interest level and, for areas of high interest, the preferred forum or activity to address that area.

Interest Level: Indicate your level of interest, with 1 indicating no interest and 5 indicating high interest.

MASSACHUSETTS DEPARTMENT OF EDUCATION
MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Explanation of the Survey cont.

Forum/Activity: For those areas where you circle a 4 or 5 noting a high level of interest, indicate your preferred activity or forum to address that area using the following codes:

A = Monthly afternoon study group
B = Monthly dinner seminar series
C = Day-long conference
D = Weekly course for graduate credit
E = Afternoon seminar
F = Visit to another school
G = Peer coaching group
H = Action research group

If there is a preferred activity that is not listed here, write it in.

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Professional Development Topics	Interest Level	Forum/Activity
School Philosophy and Governance		
1. Middle school philosophy and practices	1 2 3 4 5	
2. Mission statements and common values	1 2 3 4 5	
3. Shared decision-making school governance	1 2 3 4 5	
4. Changing beliefs - every student can learn at high levels	1 2 3 4 5	
5. The change process in schools - how to get staff involved, overcome obstacles	1 2 3 4 5	
School Policies		
6. Heterogenous grouping	1 2 3 4 5	
7. Grade retention	1 2 3 4 5	

Key for Forum/Activity: A = Monthly afternoon study group; **B** = Monthly dinner seminar series; **C** = Day-long conference; **D** = Weekly course for graduate credit; **E** = Afternoon seminar; **F** = Visit to another school; **G** = Peer coaching group; **H** = Action research group; or list another preferred activity

Massachusetts Department of Education

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Professional Development Topics	Interest Level	Forum/Activity
School Policies (cont.)		
8. Effective discipline and attendance policies and practices	1 2 3 4 5	
School Organization		
9. Clustering, staff teaming and common planning time	1 2 3 4 5	
10. Integration of special education and Chapter 1	1 2 3 4 5	
11. Integration of bilingual education	1 2 3 4 5	
12. Flexible and block scheduling	1 2 3 4 5	
Curriculum and Instruction		
13. Interdisciplinary, thematic and meaning-centered curriculum	1 2 3 4 5	
14. Reading and writing across the curriculum	1 2 3 4 5	

Key for Forum/Activity: A = Monthly afternoon study group; **B** = Monthly dinner seminar series; **C** = Day-long conference; **D** = Weekly course for graduate credit; **E** = Afternoon seminar; **F** = Visit to another school; **G** = Peer coaching group; **H** = Action research group; or list another preferred activity

Massachusetts Department of Education

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Professional Development Topics	Interest Level	Forum/Activity
Curriculum and Instruction (cont.)		
15. Cooperative, peer group and project learning	1 2 3 4 5	
16. Student learning styles	1 2 3 4 5	
17. Creating a climate of high expectations	1 2 3 4 5	
18. Student-as-worker, teacher-as-coach	1 2 3 4 5	
19. New forms of assessment and grading	1 2 3 4 5	
20. Unified Arts programs	1 2 3 4 5	
21. Community service learning	1 2 3 4 5	
22. Career guidance and education	1 2 3 4 5	
Student and Family Support		
23. Advisor-advisee programs	1 2 3 4 5	

Key for Forum/Activity: A = Monthly afternoon study group; **B** = Monthly dinner seminar series; **C** = Day-long conference; **D** = Weekly course for graduate credit; **E** = Afternoon seminar; **F** = Visit to another school; **G** = Peer coaching group; **H** = Action research group; or list another preferred activity

MASSACHUSETTS MIDDLE GRADE REGIONAL ALLIANCE NETWORK
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Professional Development Topics	Interest Level	Forum/Activity
Student and Family Support (cont.)		
24. Mentor programs	1 2 3 4 5	
25. Integrating health into middle schools	1 2 3 4 5	
26. Case management or Student Support Teams	1 2 3 4 5	
27. Peer education and counseling programs	1 2 3 4 5	
28. Increasing parent involvement	1 2 3 4 5	
Community Collaboration		
29. Partnerships with human service agencies	1 2 3 4 5	
30. School-business partnerships	1 2 3 4 5	
31. School-university partnerships	1 2 3 4 5	
32. Improving teacher preparation programs	1 2 3 4 5	

Key for Forum/Activity: A = Monthly afternoon study group; **B** = Monthly dinner seminar series; **C** = Day-long conference; **D** = Weekly course for graduate credit; **E** = Afternoon seminar; **F** = Visit to another school; **G** = Peer coaching group; **H** = Action research group; or list another preferred activity

MIDDLE GRADE
REGIONAL ALLIANCE DIRECTORY:
MEMBER SCHOOLS

GREATER BOSTON MIDDLE GRADE REGIONAL ALLIANCE DIRECTORY 1993-94

Ottoson Jr. High School 63 Acton Street Arlington, MA 02174	(617) 641-5431 **Principal:** **REPRESENTATIVE:**	 Paul Lamoureux Mary Fisher
John Glenn Middle School McMahon Rd. Bedford, MA 01730	(617) 275-1700 **Principal:** **REPRESENTATIVE:**	 Dr. L.W. Aronstein Robin Eriksen
East Middle School 305 River St. Braintree, MA 02184	(617) 380-0170 **Principal:** **REPRESENTATIVE:**	 Michael J. Connelly Jane Gallagher
South Middle School 232 Peach St. Braintree, MA 02184	(617) 380-0160 **Principal:** **REPRESENTATIVE:**	 John Hurstak Patricia Prague
Marshall Simonds Middle School 114 Winn Street Burlington, MA 01803	(617) 270-1781 or 270-1760 **Principal:** **REPRESENTATIVE:**	 Richard Connors Peter Breton
Kennedy School 158 Spring St. Cambridge, MA 02141	(617) 349-6841 **Principal:** **REPRESENTATIVE:**	 Mary Mroz Mary Daly
Tobin School 197 Vassal Lane Cambridge, MA 02138	(617) 349-6600 **Principal:** **REPRESENTATIVE:**	 Donald E. Watson Vivian Swoboda
Carlisle Middle School 83 School Street Carlisle, MA 01741	(508) 369-6550 **Principal:** **REPRESENTATIVE:**	 Mrs. Davida Fox-Melanson Veronica Kenney
Blake Middle School 88R South Street Medfield, MA 02052	(508) 359-2396 **Principal:** **REPRESENTATIVE:**	 Robert H. White Carol Nelson

Greater Boston Middle Grade Regional Alliance Directory (cont.)

King Philip Jr. High School 18 King Street Norfolk, MA 02056	(508)541-7324 **Principal:** **REPRESENTIATIVE:**	 Ronald Marino Dana Boynton
Norwood Jr. High School Endean Park Norwood, MA 02062	(617) 762-7880 **Principal:** **REPRESENTATIVE:**	 Patrick Cammarata Beverly Brown
South Middle School 510 Moody St. Waltham, MA 02154	(617) 899-9110 **Principal:** **REPRESENTATIVE:**	 Paul Connolly Anne Tully
Wellesley Middle School 50 Kingsbury St. Wellesley, MA 02181	(617)446-6235 **Principal:** **REPRESENTATIVE:**	 John D'Auria Margaret Pickett
Kennedy Middle School 617 Lexington Street Waltham, MA 02154	(617)891-9319 **Principal:** **REPRESENTIATIVE:**	 Sydney Smith Anne Forde

NORTHEAST REGIONAL MIDDLE GRADE ALLIANCE DIRECTORY
1993-94

Amesbury Middle School	(508) 388-0515	
Main Street	**Principal:**	Ray Tiezzi
Amesbury, MA 01013	**REPRESENTATIVE:**	Ray Tiezzi Dorothy Ajalat
Dunn Middle School	(508) 774-8590	
62 Cabot Rd.	**Principal:**	Dr. Betty Allen
Danvers, MA 01923	**REPRESENTATIVE:**	Kathleen Hyland
Bartlett Middle School	(508) 937-8968	
79 Wannalancit St.	**Principal:**	Lisa Bryant
Lowell, MA 01854	**REPRESENTATIVE:**	Nancy O'Laughlin
Marshall Middle School	(617) 599-8756 or 592-3444	
19 Porter St.	**Principal:**	Andrew Fila
Lynn, MA 01902	**REPRESENTATIVE:**	Stanley Shechtman
Lynnfield Middle School	(617) 334-5810	
505 Main St.	**Principal:**	Dr. Kevin Poltzik
Lynnfield, MA 01940	**REPRESENTATIVE:**	Sandra Greene
Rupert A. Nock Middle School	(508) 465-4447	
70 Low Street	**Principal:**	Doug Lay
Newburyport, MA 01950	**REPRESENTATIVE:**	Carol Snow
North Andover Middle School	(508) 794-1870	
495 Main Street	**Principal:**	Gary Oakes
North Andover, MA 01845	**REPRESENTATIVE:**	Mary Ashburn
A.W. Coolidge Middle School	(617) 942-9158	
89 Birch Meadow Drive	**Principal:**	Al LaHood
Reading, MA 01867	**REPRESENTATIVE:**	Laura Peterson Al LaHood
W.S. Parker Middle School	(617) 944-1236	
45 Temple St.	**Principal:**	Jack Delaney
Reading, MA 01867	**REPRESENTATIVE:**	Joan Clifford

Northeast Regional Middle Grade Alliance Directory (cont.)

Stoneham Middle School 101 Central Street Stoneham, MA 02180	(617) 279-3840 **Principal:** **REPRESENTATIVE:**	 William C. Orman Rosemarie Vecchio
John W. Wynn Middle School Griffin Way Tewkesbury, MA 01876	(508) 851-3709 **Principal:** **REPRESENTATIVE:**	 Richard Griffin Brenda O'Brien
Blanchard Middle School West St. Westford, MA 01886	(508) 692-5582 **Principal:** **REPRESENTATIVE:**	 Debbie Alexander Chris Lightbody
Salem State College 352 Lafayette St. Salem, MA 01970	(508) 741-6266 **REPRESENTATIVE:**	 Dr. Pam Halpern
Gordon College 255 Grapevine Road Wenham, MA 01984	(508) 927-2300 ext. 4317 **REPRESENTATIVE:** **REPRESENTATIVE:**	 Janis Flint-Ferguson Tony Pitkin

NORTH CENTRAL MIDDLE GRADE REGIONAL ALLIANCE DIRECTORY
1993-94

Athol Jr. High School School Street Athol MA 01360	(508) 249-2430 **Principal:** **REPRESENTATIVE:**	 Robert Potter
B.F. Brown Middle School 188 Elm St. Fitchburg, MA 01420	(508) 345-3278 **Principal:** **REPRESENTATIVE:**	 Jeff Dorsey Kathy Rowe
Memorial Middle School 615 Rollstone St. Fitchburg, MA 01420	(508) 345-3295 **Principal:** **REPRESENTATIVE:**	 Rich Masciarelli Maureen McSheehy Paula Papoojian
Gardner Jr. High 62 Waterford St. Gardner, MA 01440	(508) 632-1603 **Principal:** **REPRESENTATIVE:**	 Dick Wojtukiewicz Ralph Roche
Lancaster Middle School Hollywood Drive Lancaster, MA 01523	(508) 365-4558 **Principal:** **REPRESENTATIVE:**	 Tom Moore
Turkey Hill Middle School Northfield Road Lunenburg, MA 01462	(508) 582-4110 **Principal:** **REPRESENTATIVE:**	 Mary Cringan Donna Crisci
Winchendon Middle School Murdock Ave. Winchendon, MA 01475	(508) 297-0351 **Principal:** **REPRESENTATIVE:**	 Robert LaPointe Patti Messier
Fitchburg State College 160 Pearl St. Fitchburg, MA 01420	(508) 345-2151 **REPRESENTATIVE:**	 Lon Vickers

SOUTHEAST I MIDDLE GRADE REGIONAL ALLIANCE DIRECTORY
1993-94

Williams Junior High 200 South Street Bridgewater, MA 02324	(508) 697-6968 **Principal:** **REPRESENTATIVE:**	 Warren Kelson Donna Holt
South Junior High 105 Keith Avenue Brockton, MA 02401	(508) 580-7311 **Principal:** **REPRESENTATIVE:**	 Richard Williams Kathy Weidenfeller
West Junior High 271 West Street Brockton, MA 02401	(508) 580-7381 **Principal:** **REPRESENTATIVE:**	 Michael Smith Mary Beth McManus
Brockton Public Schools 43 Crescent Street Brockton, MA 02401	(508)580-7565 **PARTNERSHIPS ADVANCING THE LEARNING OF MATHEMATICS AND SCIENCE (PALMS) REPRESENTATIVE:** John J. Kelley	
Dartmouth Middle School 529 Hawthorn Street Dartmouth, MA 02747	(508) 997-3178 **Principal:** **REPRESENTATIVE:**	 Douglas Pheninger Carol Forfa
Hanover Middle School 45 Whiting Street Hanover, MA 02339	(617) 871-1122 **Principal:** **REPRESENTATIVE:**	 Thomas LaLiberte David Walsh Karen Ferrari
Harwich Middle School 204 Sisson Road Harwich, MA 02645	(508) 430-7212 **Principal:** **REPRESENTATIVE:**	 Robert Cronin James Bougas
Hingham Junior High 1103 Main Street Hingham, MA 02043	(617) 749-1280 **Principal:** **REPRESENTATIVE:**	 Robert Willett David Lattive
Barnstable Middle School 895 Falmouth Rd., Rt. 28 Hyannis, MA 02601	(508) 790-6460 **Principal:** **REPRESENTATIVE:**	 Terry Russell Sande Dawes

Southeast I Middle Grade Regional Alliance Directory cont.

Qualters Middle School 240 East St. Mansfield, MA 02048	(508) 261-7530 **Principal:** **REPRESENTATIVE:**	 Jack Hagerty Elaine Jastrem
Memorial Junior High 219 North Main Street Middleboro, MA 02346	(508) 946-2020 **Principal:** **REPRESENTATIVE:**	 Alan R. Lindsay Karen Gannon
North Attleboro Junior High 45 South Washington St. North Attleboro, MA 02760	(508) 695-3840 **Principal:** **REPRESENTATIVE:**	 Robert Stromberg Marie Clarner
Norton Middle School 64 West Main Street Norton, MA 02766	(508) 285-0140 **Principal:** **REPRESENTATIVE:**	 Stanley J. Koss Kathy Forrester
LaLiberte Junior High 687 Pleasant Street Raynham, MA 02767	(508) 824-2720 **Principal:** **REPRESENTATIVE:**	 Alan E. Jaffe Mary Ann Mozzone
Westport Middle School 400 Old County Road Westport, MA 02790	(508) 636-1090 **Principal:** **REPRESENTATIVE:**	 John Mello Mariette Paine
SMARTS Collaborative 64 West Main Street Norton, MA 02766	(508) 285-5731 **Executive Director:** **REPRESENTATIVE:**	 Sherye Weisz Wendy Rutkowski
Bridgewater State College Maxwell Library Bridgewater, MA 02325	(508) 697-1200 ext. 2214 **REPRESENTATIVE:**	 Dr. Charles Robinson

SOUTHEAST II MIDDLE GRADE REGIONAL ALLIANCE DIRECTORY
1993-94

Bourne Middle School	(508) 759-0660	
36 Sandwich Rd.	**Principal:**	William Wibel
Bourne, MA 02532	**Principal:**	John Grondin
	Principal:	Mary Fuller
	REPRESENTATIVE:	Janey Norton
Brockton East Middle School	(508) 580-7351	
464 Centre St.	**Principal:**	Donald E. Jones
Brockton, MA 02402	**REPRESENTATIVE:**	Joan Kenney
Brockton North Middle School	(508) 580-7371	
108 Oak St.	**Principal:**	Robert Bartlett
Brockton, MA 02401	**REPRESENTATIVE:**	Ann Thompson
Duxbury Junior/Senior High School	(617) 934-7640	
130 St. Geroge Street	**Principal:**	Joellen Rando
Duxbury, MA 02332	**REPRESENTATIVE:**	Joellen Rando
Joseph H. Martin Middle School	(508) 821-1250	
131 Caswell St.	**Principal:**	Stephen Desroches
East Taunton, MA 02718	**REPRESENTATIVE:**	Stephne Desroches
Henry Lord Middle School	(508) 675-8208	
151 Amity St.	**Principal:**	Stephen Nawrocki
Fall River, MA 02721	**REPRESENTATIVE:**	John Donelly
Matthew J. Kuss Middle School	(508) 675-8335	
290 Rock St.	**Principal:**	John P. Abdallah
Fall River, MA 02720	**REPRESENTATIVE:**	Vivian Kuss
James Madison Morton Middle School	(508) 675-8340	
376 President Ave.	**Principal:**	James Taylor
Fall River, MA 02720	**REPRESENTATIVE:**	Simone Conlon
Edmond P. Talbot Middle School	(508) 675-8420	
124 Melrose St.	**Principal:**	Bruce Clarke
Fall River, MA 02723	**REPRESENTATIVE:**	John Manso

Southeast II Middle Grade Regional Alliance Directory cont.

Indian Head School Indian Head Street Hanson, MA 02341	(617) 447-7066 **Principal:** **REPRESENTATIVE:**	 T. Ross Edminster Donna Bernard
Mashpee Middle School 150 Old Barnstable Rd. Mashpee, MA 02649	(508) 539-1550 **Principal:** **REPRESENTATIVE:**	 Elizabeth Phillips Brian Hyde
Cyrus Pierce Middle School 10 Surf Side Rd. Nantucket, MA 02554	(508) 228-7280 **Principal:** **REPRESENTATIVE:**	 Kevin Hulesman Kevin Hulesman
Stoughton Jr. High School 211 Cushing St. Stoughton, MA 02072	(617) 344-4000 ext. 324 **Principal:** **REPRESENTATIVE:**	 Deborah Levitz Raymond O'Malley
Cohannet Middle School 120 Cohannet St. Taunton, MA 02780	(508) 821-1290 **Principal:** **REPRESENTATIVE:**	 Richard Faulkner Ann Marie Levesque
Mulcahey Middle School 28 Clifford St. Taunton, MA 02780	(508) 821-1255 **Principal:** **REPRESENTATIVE:**	 Gerald D. Puccini Gerald D. Puccini
Parker Middle School 50 Williams St. Taunton, MA 02780	(508) 821-1112 **Principal:** **REPRESENTATIVE:**	 Richard F. Castro
Wareham Middle School Rear Marion Road Wareham, MA 02571	(508) 291-3550 **Principal:** **REPRESENTATIVE:**	 Barry Rabinovitch Karen Owen
Whitman Middle School Corthell Ave. Whitman, MA 02380	(617) 447-7035 **Principal:** **REPRESENTATIVE:**	 Middleton K. McGoodwin Judy Litwah
University of MA - Dartmouth Old Westport Rd. North Dartmouth, MA 02747	(508) 999-8262 **REPRESENTATIVE:**	 Dr. Armand Desmarais

SOUTH CENTRAL ALLIANCE OF MIDDLE SCHOOLS DIRECTORY
1993-94

Douglas Jr./Sr. High School	(508) 476-3332	
21 Davis St.	**Principal:**	William Mahoney
Douglas, MA 01516	**REPRESENTATIVE:**	William Mahoney
Leicester Memorial School	(508) 892-7055	
11 Memorial School Dr.	**Principal:**	Kathleen Comer
Leicester, MA 01524	**REPRESENTATIVE:**	Jooeph Davenport
Marlborough Middle School	(508) 460-3502	
Thresher Dr.	**Principal:**	William Downey
Marlborough, MA 01752	**REPRESENTATIVE:**	Kevin Donough
Northboro Middle School	(508) 351-7020	
145 Lincoln St.	**Principal:**	Nadine Henderson
Northboro, MA 01532	**REPRESENTATIVE:**	Nadine Henderson
Converse Middle School	(413) 283-8109	
24 Converse St.	**Principal:**	Robert Janasiewicz
Palmer, MA 01069	**REPRESENTATIVE:**	Patricia Carbone
Woodward Middle School	(508) 485-2400	
28 Cordaville Rd.	**Principal:**	Brent Trottier
Southborough, MA 01772	**REPRESENTATIVE:**	Charles Gobron
Houghton School	(508) 422-6552	
Boutelle Road	**Principal:**	Paul Soojian
Sterling, MA 01564	**REPRESENTATIVE:**	Paul Soojian
Whitin Intermediate School	(508) 278-8640	
120 Granite Street	**Principal:**	Brian E. Lynch
Uxbridge, MA 01569	**REPRESENTATIVE:**	Brian E. Lynch
Bartlett Jr./Sr. High School	(508) 943-8552	
Lake Parkway	**Principal:**	Richard McGrail
Webster, MA 01570	**REPRESENTATIVE:**	Richard McGrail
West Boylston Middle High School	(508) 835-4475	
Cresent Street	**Principal:**	Francine Bullock
West Boylston, MA 01583	**REPRESENTATIVE:**	Ann Benbeneck

South Central Alliance of Middle Schools Directory (cont.)

Northbridge Middle School 171 Linwood Ave. Whitinsville, MA 01588	(508) 234-8718 **Principal:** **REPRESENTATIVE:**	 Ron Stead Mary Contino
Worcester State College 486 Chandler St. Worcester, MA 01602	(508) 752-1215 **REPRESENTATIVE:**	 Jim Alberque

SOUTHWEST MIDDLE GRADE REGIONAL ALIANCE DIRECTORY
1993-94

Chestnut Hill Community School	(413) 323-7611	
59 State St.	**Principal:**	Joseph Giroux
Belchertown, MA 01007	**REPRESENTATIVE:**	Donna Shotwell
John F. Kennedy Middle School	(413) 586-6970	
Bridge Rd.	**Principal:**	Richard Carnes
Florence, MA 01060	**REPRESENTATIVE:**	Dan Duffy
Chestnut St. Middle School	(413) 787-7285	
495 Chestnut St.	**Principal:**	Mario Cirillo
Springfield, MA 01107	**REPRESENTATIVE:**	Nancy Bellefeuille
Forest Park Middle School	(413) 787-7420	
46 Oakland St.	**Principal:**	Carol Fazio
Springfield, MA 01108	**REPRESENTATIVE:**	Karen Lovett
Powder Mill Middle School	(413) 569-5951	
94 Powder Mill Rd.	**Principal:**	Pat Clem
Southwick, MA 01077	**REPRESENTATIVE:**	Pat Clem
Wilbraham Middle School	(413) 596-9061	
Stoney Hill Rd.	**Principal:**	Virginia Anderson
Wilbraham, MA 01095	**REPRESENTATIVE:**	Barbara Lukis
Elms College	(413) 594-2761 ext. 359	
291 Springfield St.	**REPRESENTATIVE:**	Dr. Donna Harlan
Chicopee, MA 01013		

WESTERN ALLIANCE OF MIDDLE SCHOOLS DIRECTORY
1993-94

Hoosac Valley Middle School Route 116 Adams, MA 01220	(413) 743-5200 **Principal:** **REPRESENTATIVE:** (Alternate)	 Joseph Doyle Susan Horn Marion Tinney
Searles Middle School Bridge St. Great Barrington, MA 01230	(413) 528-4744 **Principal:** **REPRESENTATIVE:** (Alternate)	 Jane Furey Ray Zelehoski Don Schneyer
Conte Middle School Church St. North Adams, MA 01247	(413) 662-3200 **Principal:** **REPRESENTATIVE:** (Alternate)	 Joseph J. Rogge Marcia Sarrouf Joseph R. Rossi
Reid Middle School 950 North Street Pittsfield, MA 01201	(413) 448-9620 **Principal:** **REPRESENTATIVE:** (Alternate)	 Collen Rossi Brian McClaven Art Costa
Mohawk Trail Regional Middle School 26 Ashfield Rd. Shelburne Falls, MA 01370	(413) 625-9811 **Coordinator:** **REPRESENTATIVE:** (Alternate)	 Penny Spearance Anne Smolen Pam Wrisley
Mt. Greylock Regional Route 7 Williamstown, MA 01267	(413) 458-9582 **Principal:** **REPRESENTATIVE:** (Alternate)	 Beth Singer Lisa Jennings Howard Maturski